

Se a : ()
Seminar in specific topics relevant to teacher education. Each seminar examines one topic in detail. Repeatable with different topics. May be graded S/U. *Summer*

Se a : Reading
Reading Seminar is taken near the end of the student's program. It examines leadership for change in literacy instruction, staff development and presentation skills. Students choose other topics to round out their program.

Se a : C a Te g a d E a
Odd Summers

Se a : C a M a g e e
Even Summers

Se a : P c a a d S c a F d a f E d c a ()
Fall, Spring

W : ()
Repeatable with different topics. Credit to be announced with topic in advance. May be graded S/U. *As scheduled*

I d e e d e S d : ()
Individual research and study under the guidance of an instructor. A minimum of 60 clock hours of study time expected per credit. Limited to students pursuing topics in education. Prior approval by the advisor and instructor. May be graded S/U. *Fall, Spring, Summer*

D e g e e R e a c a : \$ ()
Students who have 2 semesters of break in enrollment must register for this reactivation course.

M a e C e e e E a ()

D c a C e e e E a \$ ()

EDUCATIONAL & COUNSELING PSYCHOLOGY

Bell Hall, Room #151
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Chair
Rudolph N. Bailey, *Chair*
Nancy J. Carbonell
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Elvin S. Gabriel
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Frederick A. Kosinski, Jr.
Elizabeth Lundy
Dennis E. Waite
Carole Woolford-Hunt

S a f f P c g
Harvey J. Burnett
Judith B. Fisher
Harold B. Smith

E e
Wilfred G. A. Fitcher
Donna J. Habenicht
Thesba N. Johnston
Marion J. Merchant
Jerome D. Thayer

Program	Credits
Adventist Specialty Endorsement	12
MA Clinical Mental Health Counseling	60
MA Community Counseling	48
MA Educational Psychology	30-33
Developmental Psychology Emphasis	
General Emphasis	
Instructional Psychology Emphasis	
Research Emphasis	
MA School Counseling	48
MS Special Education (MI-LD Certification)	43
EdS School Psychology	69
Edd Educational Psychology	90+
General Emphasis	
School Psychology Emphasis	
PhD	
Educational Psychology	90
School Psychology Emphasis	90+
Counseling Psychology	92

M
The mission of the Department of Educational & Counseling Psychology is to:

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- Provide training based on a Christian world view and philosophy that promotes the balanced development of the mental, physical, social, and spiritual nature of persons

MA: C a M a H a C

The Clinical Mental Health Counseling program is designed to prepare students to function as professional clinical mental health counselors in community agency and mental health settings, such as: (a) mental health centers; (b) family counseling centers, and (c) solo or group private practice.

the Office of Teacher Certification at Andrews University. Having

- EDFN500 Philosophical Foundations of Education—3
- EDPC520 Psychological Development: The Life Span—3
- EDPC554 Career Development—3
- EDPC635 Theories and Techniques of Counseling—3
- EDPC638 Group Processes—3
- EDPC640 Multicultural Issues for Counselors & Psychologists—3
- EDPC644 Psychological Testing—3
- EDPC645 Prof Ethics for Counselors & Psychologists—3
- EDRM505 Research Methods & Stats in Educ & Psych I—3
- EDPC619 Professional Issues in Clinical Mental Health Counseling—3
- EDPC624 Therapies for Addictions and Addictive Behaviors—3
- EDPC629 Psychopathology: Classification & Treatment—3
- EDPC686 Therapies and Diagnosis of Psychopathology in Children—3
- EDPC687 Therapies for Adults: Theory and Practice—3
- EDPC710 Family Therapy—3
- EDPC720 Marital Therapy—3
- EDPC750 Personality Assessment—3
- EDPC650 Practicum in Counseling—3
- EDPC655 Internship in Counseling—6

Continuation in the Clinical Mental Health Counseling program is based upon a periodic review by the department of the student's academic performance and personal qualifications as a counselor.

A student who wishes to seek licensure as a Licensed Mental Health Counselor (LMHC) in the State of Indiana should consult with the Coordinator of the MA in Clinical Mental Health Counseling program.

MA: S C

The School Counseling curriculum prepares students for counseling in elementary and secondary schools.

The program includes the course work and experiences required for endorsement as a school counselor. Students working toward certification as K–12 school counselors should consult with the coordinator of the School Counseling program about the requirements of the state where they plan to work. Some states require teacher certification in order to obtain school counselor endorsement.

Students enrolled in the MA in School Counseling Program must sign a Conviction Clearance form in which they certify that they have not been convicted of (or pleaded no contest to) a misdemeanor or felony at three points in their program: prior to registering for their first class, prior to registering for EDPC655 Internship in Counseling and beginning their internship, and prior to applying for certification as a school counselor through

- EDFN500 Philosophical Foundations of Educ. & Psych—3
- EDRM505 Research Methods & Stats in Educ & Psych I—3
- EDRM611 Research Methods & Stats in Educ & Psych II—3

- EDPC514 Psychology of Learning—3
- EDPC615 Advanced Human Development—3
- EDPC625 Biopsychology—3
- EDPC626 Cognitive Psychology—3
- EDPC676 Theories of Personality—3

Two courses from the following:

- EDPC525 Psychology & Educ of Exceptional Children—3
- EDPC540 Behavioral & Emotional Problems of Children—3
- EDPC554 Career Development—3

、 choose one and write a thesis

EDTE420 Literacy Intervention Strategies—3
SPPA435 Comm Dev & Disorders for Classrm Teachers—3
EDFN500 Phil Foundations of Educ & Psych—3
EDRM505 Research Methods & Stats in Educ & Psych I—3
EDPC514 Psychology of Learning—3
EDPC520 Psychological Development: The Life Span—3
EDPC540/SPED540 Behav & Emotional Prob of Children—3
EDPC644 Psychological Testing—3
EDPC651 Behavioral and Educational Assessment—3
EDPC672 Psychoeducational Consultation—3
SPED525 Psych & Educ of Exceptional Children—3
SPED625 Legal & Ethical Issues in Special Education—3
SPED645

- EDPC686 Therapies and Diagnosis of Psychopathology in Children—3
- EDPC810 Internship in School Psychology—6
- EDCI/SPED645 Advanced Diagnosis and Educational Therapy in Reading—3
- EDFN500 Philosophical Foundations of Educ & Psych—3
- EDPC644 Psychological Testing—3
- EDRM505 Research Methods & Stats in Educ & Psych I—3
- EDRM611 Research Methods & Stats in Educ & Psych II—3

See the School Psychology Program Manual for more information on other specific program requirements. Continuation in the School Psychology program is based upon a periodic review by the department faculty of the student's academic performance and personal qualifications as a school psychologist.

Department of Educational Psychology

General admission requirements for doctoral degree programs in the School of Education are stated in the Graduate Programs and the Academic Information portions of the Admissions and Academics section of this bulletin. In addition to these requirements, applicants for admission to doctoral programs in the Department of Educational and Counseling Psychology must complete an interview with the coordinator of the program to which the individual is applying and two other program faculty members. Additional requirements for admission to the Department of Educational and Counseling Psychology are listed under the separate program descriptions which follow.

The student may choose an emphasis in Counseling Psychology (PhD only) or Educational Psychology (EdD or PhD).

EdS: Educational Psychology

This emphasis prepares individuals for the professional practice of school psychology. Doctoral-level school psychologists work in public and private school systems, colleges and universities, preschool and child-development centers, and private practice. Typical responsibilities include assessment, diagnosis, consultation, program planning and intervention services to preschool and school-age children with educational, emotional and behavioral problems. This is a professional degree that is aimed at preparing school psychologists for added responsibility in the area of supervision or more in-depth understanding of school psychological practice and research methodology. It is planned to be a continuation of the EdS degree. Certification/licensure as a school psychologist is advisable.

EDRM710 Seminar in Research Methodology—1
EDRM712 Research Methods & Stats in Educ & Psych III—3
EDRM880 Dissertation Proposal Development—2
This requirement is met in EDRM712.
Transfer students who have taken related courses elsewhere
must see their advisor for appropriate procedures.

By advisement.

P D E a a P

This concentration (PhD) prepares individuals for educational
psychology positions. It prepares college and university
instructors, generally in the areas of human development,

P fe a I e C ca Me a Hea C e g ()

SCHOOL OF EDUCATION

Prerequisite: EDPC514. Limited to students enrolled in Counseling Psychology, School Psychology, Community Counseling, Clinical Mental Health Counseling, Educational Psychology, or School Counseling, or by permission of instructor.

Practicum in School Psychology (3)
 Supervised experience in school psychology. A minimum of 55 clock hours of experience is required for 1 credit. Prerequisites: The completion of a prescribed set of 21 credits in school psychology and permission of supervisor one semester in advance of registration. Repeatable to 6 credits.

Internship in Community or School Setting (3)
 Supervised internship experience in community or school setting. Students must complete a minimum of 600 clock hours including 240 hours of direct service with clients. Prerequisite: EDPC650. Limited to students enrolled in MA in Community Counseling, Clinical Mental Health Counseling, or School Counseling programs. Repeatable to 6 credits.

Practicum in Continuous Registration-Active Status (3)
 See section on Continuous Registration-Active Status.

MA Thesis in Counseling Psychology (3)
 See section on Continuous Registration-Active Status.

Practicum in Consultation with Teachers, Families, and Other Professionals in Educational Settings (3)
 A study and application of the process of consultation with teachers, families, and other professionals in educational settings. Emphasis will be given to making data-based decisions and applying research-based intervention strategies within the school system.

Advanced Internship Experience in a Mental Health Setting (3)
 Advanced internship experience in a mental health setting. Students must complete a minimum of 300 clock hours including 120 hours of direct service with clients. Attention is given to assessment, diagnosis, and treatment of mental, emotional, and behavioral disorders and the promotion of optimal health. Prerequisites: EDPC655 and departmental approval. Limited to students enrolled in the Mental Health Counseling track.

Theories of Personality (3)
 Consideration and evaluation of major theories of personality, with emphasis on their implications for counseling and education.

MA Thesis in Educational Psychology (3)
 See section on Continuous Registration-Active Status.

Theories and Techniques of Counseling for Treating Psychopathology in Children with Attention Given to Multicultural and Diagnostic Issues (3)
 A study of major contemporary, evidence-based interventions for treating psychopathology in children with attention given to multicultural and diagnostic issues. Prerequisites: a master's level course in developmental psychology and an introductory course on theories and techniques of counseling. Limited to students enrolled in Counseling Psychology, School Psychology, Community Counseling, Clinical Mental Health Counseling, or School Counseling programs.

Theories and Techniques of Counseling for Treating Psychopathology in Adults (3)
 A study of major contemporary theories and treatment modalities for identifying and treating psychological problems of adults, including multicultural issues. Prerequisites: EDPC650 or equivalent. Limited to students enrolled in Counseling Psychology, Community Counseling, or Clinical Mental Health Counseling programs.

Group Therapy (3)
 Theory and practice of group therapy with emphasis given to the role and functions of the group leader; outcome research, and ethical issues. Prerequisite: EDPC638, 650 or equivalent.

Independent Study (3)
 Repeatable. Permission of instructor required.

Thesis (3)
 Must be repeated to 3 credits.

Family Systems and Practice of Family Therapy (3)
 Theory of family systems and practice of family therapy with emphasis on multicultural and developmental differences, theoretical models, and professional issues. Prerequisite: EDPC650 or equivalent.

Marital and Couple Therapy (3)
 Introduction to marital and couple therapy with emphasis on research, multicultural differences, theoretical models, clinical strategies and techniques, and professional issues. Prerequisite: EDPC650 or equivalent.

Cross-Cultural Research in Education and Psychology (3)
 A theory-driven, applied course for researchers to strengthen awareness, knowledge and skills in various multicultural, cross cultural and diversity competencies necessary to design, develop and implement clinical and educational research in diverse populations. A survey of cross-cultural ethics and implications for research and practice in education and psychology will also be reviewed.

International Psychology and Philosophies of Change (3)
 A survey of theories of international psychology and philosophies of change. Implications for working with culturally diverse populations in education and psychology are emphasized. Examination of mainstream as well as alternative theoretical, methodological and applied approaches that is relevant to the study and practice of international psychology. The topics selected review psychology's relevance to the understanding and solution of global problems, as well as of how psychology itself is affected by events and cultures around the world.

Theories, Etiology and Function of Bias in the Clinical Assessment and Treatment of Culturally Diverse Populations (3)
 Theories, etiology and function of bias in the clinical assessment and treatment of culturally diverse populations. An emphasis on

clinician personal development and clinical application will be reviewed.

Fieldwork in Educational Psychology (1)

Individualized experience under the supervision of a practicing educational psychologist. A minimum of 40 clock hours of experience required for 1 credit. Up to 6 credits available. Prerequisite: Completion of 21 credits in educational psychology and permission of field work supervisor one semester in advance of registration. Open to educational psychology majors only.

Survey of Supervision Models (1)

Survey of supervision models with practice in the supervision of counselors. Open to counseling psychology majors only.

Supervised Experience in Counseling Psychology (1)

Supervised experience in counseling psychology. Students enroll for 1 academic credit for each 100 clock hours of supervised experience, of which 40 must be direct client contact. Repeatable to 6 credits. Prerequisites: EDPC650 or equivalent and approval of the supervisor. Limited to students enrolled in the Counseling Psychology program.

Personality Assessment (1)

Training in the administration, interpretation, and application of instruments used in the assessment of personality in adults and children including multicultural perspectives. Methods of assessment will include objective personality instruments. Prerequisites: EDPC644 and a course in abnormal psychology. Limited to students enrolled in Counseling Psychology, Community Counseling, or Clinical Mental Health Counseling, or by permission of instructor.

Psychological Diagnosis and Assessment (1)

A study of psychological diagnosis using processing instruments and information from various sources. A cross-battery approach to assessment and report writing will also be discussed. A study of appropriate interventions for various diagnoses will be emphasized. Lab fee required. Prerequisites: EDPC651 and 652. Limited to students enrolled in Counseling Psychology, School Psychology, Community Counseling, Clinical Mental Health Counseling, or School Counseling, or by permission of instructor.

Refugee & Displaced Populations (1)

A study of major contemporary theories and treatment modalities of crisis intervention for working with displaced diverse populations. The course provides students with opportunities to learn theory and practical skills in a variety of areas including, crisis intervention, disaster relief training and PTSD.

Internship in School Psychology (1)

Off-campus experiences representative of the role and function of the school psychologist. Total of 1200 hours supervised by a school psychologist. The student must complete 6 credits. Prerequisite: Completion of EDPC654. Limited to students in the

School Psychology program. Students will be reviewed by core faculty before being placed in an internship site.

Internship in Counseling Psychology (1)

2000 hours of supervised field work in application of theory to counseling psychology practice with individuals, groups, families, children, or adolescents in an approved agency setting. Must be repeated to 3 credits.

Issues in Educational/Sc... Psychology (1)

Examines current issues and research in educational, developmental, or school psychology. Repeatable to 6 credits. Prerequisite: Completion of 16 credits in educational, developmental, or school psychology.

Issues in Counseling Psychology (1)

Examines professional identity, current ethical issues and research in the theory and practice of counseling psychology.

Current Issues in Educational Psychology (1)

Examines current issues and research in educational, developmental, or school psychology.

Developmental Psychology (1)

Reduced tuition rate applies.

Developmental Psychology (1)

To be repeated to 14 credits.

Degree Reactivation (1)

Students who have 2 semesters of break in enrollment must register for this reactivation course.

Major in Counseling Psychology (1)

Examines current issues and research in educational, developmental, or school psychology.

Research Methods in Educational Psychology (1)

Topic to be selected by advisement. Permission of advisor and instructor required. A contract must be developed between the student and the instructor. Graded S/U.

Research Methods in Educational Psychology (1)

A conceptual study of research methods and procedures in education and psychology: formulating and stating the problem, planning and designing quantitative and qualitative research, and implications for data analysis. Descriptive statistics (frequency distribution, measures of central tendency, dispersion, standard scores and correlation) will be covered. Students are expected to develop a research proposal.

SCHOOL OF EDUCATION

Qualitative Research Methods in Education and Psychology ()
 The theory, methods, and application of qualitative research in education and psychology with particular emphasis on participant observation and the ethnographic interview.

Research Methods & Statistics in Education and Psychology II ()
 The applications of quantitative research methods in education and psychology, data collection and analysis using descriptive and basic inferential statistics; reporting research. Analysis using SPSS involving frequency distribution, measures of central tendency, dispersion, correlation, t-tests, one-way Analysis of Variance, simple linear regression, and Chi-Square will be presented. Students are expected to submit and present a research paper at the end of the course. Prerequisite: EDRM505 or equivalent.

Writing in Education ()
 Graded S/U.

Independent Study ()
 Repeatable. Permission of curriculum advisor and independent study supervisor required. A contract between the student and supervisor must be developed. Graded S/U.

Development of Questionnaires, Scale Construction, and Administration of Survey Instruments ()
 Development of questionnaires, scale construction, and administration of survey instruments. Topics include item generation, survey development, establishment of reliability and validity. Analysis of survey data using SPSS will be a major part of this course. Students are expected to submit and present a research paper at the end of the course. Prerequisite: EDRM611 or equivalent.

Senior Research Methods ()
 A review of research orientations and methodologies as they relate to the student's field of study. The course is designed to assist first year doctoral students to consider their research requirements and interests during their doctoral program. The emphasis will be on connecting the research problem with literature review, research design, and data analysis. Designed for first-year doctoral students. Prerequisite: EDRM505 or equivalent. Graded S/U.

Research Methods and Statistics in Education and Psychology III ()
 The applications of quantitative research methods in education and psychology: data collection and analysis using multiple regression analysis, logistic regression analysis, exploratory factor analysis, factorial analysis of variance, repeated measures analysis of variance, and analysis of covariance. SPSS will be used for all data analysis. Students are expected to submit and present a research paper at the end of the course. Prerequisite: EDRM611 or equivalent.

Research Methods and Statistics in Education and Psychology IV ()
 The applications of quantitative research methods in education

and psychology: data collection and analysis using multivariate analysis of variance, discriminant analysis, multinomial logistic regression analysis, canonical correlation analysis, cluster analysis, structural equation models, and hierarchical linear models. SPSS will be primarily used for data analysis. Students are expected to submit and present a research paper at the end of the course. Prerequisite: EDRM712 or equivalent.

Designing and Writing the Doctoral Dissertation Proposal ()
 Designing and writing the doctoral dissertation proposal. Prerequisite: EDRM505 and EDRM611 or their equivalents. Graded S/U.

Special Education ()
 Topics such as instructional design, technology integration, and developmentally appropriate instruction in the area of special education.

Legal & Ethical Issues in Special Education ()
 Designed to assist educators in developing a knowledge of the Michigan Statute Due Process requirements as well as an understanding of IDEA and Section #504 of the Rehabilitation Act implications in the delivery of educational services to students.

Advanced Course for Diagnosis and Remediation or Prevention of Reading Disabilities ()
 Advanced course for diagnosis and remediation or prevention of reading disabilities.

Contemporary and Selected Topics in Current Trends in the Learning Disabilities Arena of Special Education ()
 Contemporary and selected topics in current trends in the learning disabilities arena of special education. Concurrent enrollment in EDTE588. For MS SpEd students only.